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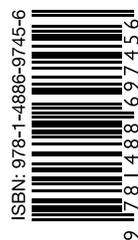
SECONDARY

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AUSTRALIAN SCHOOLS EDUCATION MAGAZINE

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OPINION: THE IMPACT OF VISIBLE LEARNING

A teacher shares her views on John Hattie's research analysis

MINDBRAIN AND FUTURESCHOOLS

Highlights from two recent education events

MANAGING CLASSROOM BEHAVIOUR

Five steps to help resolve a student's behaviour issues



Professional development for teachers and school leaders

Discover the range of professional learning offered by Pearson Academy.



New workshops for 2016

You Can Teach Coding

This workshop will give teachers the skills and confidence to write simple programs, recognise where programming fits with everyday teaching practice, and teach programming to accelerate learning across the curriculum.

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The workshop will enable delegates to develop practical plans for implementing STEAM and focus on creating a STEAM curriculum within your school. Participants will receive a one hour post-workshop Skype support session as part of the workshop package.

Practical Strategies for Effective Differentiation

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson, Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Developing Critical Literacy in Students

The information age has saturated the internet with opinion-based content that students encounter when researching. Critical literacy skills are vital for our students so they can determine relevance and accuracy of information. This workshop looks at practical ways of developing the critical literacy skills that students need to find facts when researching.

Find out more about available workshops, product-linked learning, conferences and private courses at www.pearsonacademy.com.au



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Pearson is a proud sponsor of the annual FutureSchools Expo. For those who couldn't attend, we share a few of the things you missed!



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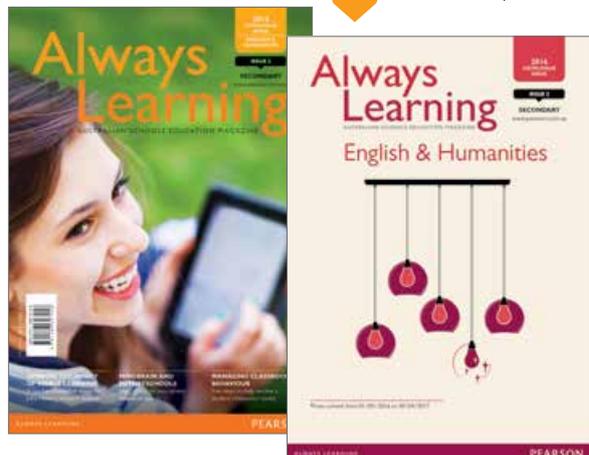
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The 2016 MindBrain Conference was a great success, enjoyed by presenters, delegates and Pearson staff. Here are a few highlights.

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SPECIAL
FLIPBOOK
ISSUE





The simplicity and frustration of the Hattie Effect Size

When research analysis conflicts with practical experience

Author: Karen Lenk

Karen has taught in government and independent schools for the last 27 years and currently teaches secondary English and coordinates the pre-service teacher program at an independent school in rural Victoria. She is passionate about discussing educational innovation and its impact on students.

Karen loves her German Shepherd, vintage horror schlock and science fiction in both film and print. She also enjoys collecting rocks. Karen spends her spare time studying part-time at Federation University in Ballarat.

Ever been on a diet? As most diets are based on eating less, while you stick to them, you lose weight. You could generalise and say every diet works, because every diet is based on eating less. Some diets work better than others for certain people, but essentially they all work to some extent; the trick is keeping the weight off long term. Ah – the simplicity of weight loss, and the frustration of dieting.

What does dieting have to do with John Hattie? He has come to a similar conclusion in education – everything works to improve student learning. Although Hattie has claimed, ‘teachers waste time seeking a “magic bullet” solution’, he also seems to suggest that his own magic bullet is student feedback. Like the concept of eating less leading to weight loss, teaching students how to improve their work sounds obvious – and after all, isn’t that the main purpose of teaching anyway? If you give students meaningful feedback, this is the way they improve the most.

To understand Hattie’s impact in schools, first you need to understand the complexity of what Hattie has achieved. I apologise if I have over-simplified. Hattie’s highly influential book *Visible Learning* establishes a barometric measurement, or an ‘Effect Size’ of how effective different teaching elements are on students. He gathered groups of studies by other researchers, grouped those groups together and further interpreted the data. He only used results that were presented in number form (quantitative data).



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“IT IS A META-ANALYSIS OF A LOT OF OTHER META-ANALYSES – A META-META-ANALYSIS, IF YOU WILL, AND THIS HAD NEVER BEEN DONE BEFORE.”



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It is an incredibly impressive body of research data to compile, and took him 15 years to complete. Hattie then created his list of teaching elements, chunking ideas together and created a mathematical formula to check them against. It is a meta-analysis of a lot of other meta-analyses – a meta-meta-analysis, if you will, and this had never been done before. How is this relevant to my ‘everything works’ diet? Because in an interview in 2014 Hattie said that his research revealed that ‘everything seemed to work. I didn’t expect for a minute to find that everyone was right.’

I’m sure the concept that ‘everything works’ would be no surprise to any classroom teacher. It certainly wasn’t a surprise to me. My experience as a teacher in her 27th year of teaching is that virtually every strategy I have tried in the classroom has worked with some students some of the time. But where I disagree with Hattie is this: he attributes a specific value to each category he creates and he ranks them in order of effectiveness. Although I have no doubt as an ex-maths teacher his statistical calculations demonstrate an average

of all the studies used, this is not helpful in my classroom. Why? Nuance. Variety of student learning styles, classroom context and the psychological state of individual students at any given time.

Effective teaching is a complex balance whereby the teacher interprets and blends various factors during the lesson to achieve the best possible outcomes. It’s not as simple as ‘feedback’. A teacher has to teach a topic, skill or idea before any feedback is even relevant.

Going back to the diet comparison – consider the state of the dieter. Yes, dieting may be about eating less, but the nuance is in other factors too. What is the person’s state of physical and emotional health? How much motivation and persistence does the person have? What roles do exercise, support networks and their environment have on their weight loss? All these aspects are important to the whole person, and the ultimate long term success of weight loss.

It’s the same sort of thing for learning.



Hattie says, 'We like to talk about things that really don't matter, such as all the structural things and the way schools are set up... Very rarely do they talk about their teaching: it's all about curriculum, assessment and students'. His claims here are ignoring all the complex components that make up quality student learning and good teaching. Consider 'structural things' like timetables, or malfunctioning air conditioning, that require the teacher to adjust their class program accordingly. The curriculum choices teachers make are relevant to student engagement and motivation to learn. The assessment decisions teachers make are essential to student learning. Students must be aware of the ultimate goal of each unit of work they undertake, to maintain their focus and allow them to have a sense of their own development and control of the material as the classes build on one other. Discussions about students are vital. These are the people we are entrusted to care for, nurture, understand and encourage. As colleagues, we must talk about them in order to work out the best ways to assist and enhance their learning.

To simplify effective learning down to 'feedback' is frustratingly narrow and a little deceptive. It's about as useful as saying to someone, 'Eat less, and you'll lose weight.' Hattie says, 'It is pupils' ability to assess their own performance and to discuss how they can improve with the teacher that makes the most difference.' But I can tell you, often students know when they've written a poor quality essay – and they even know what they have to do to improve it, but they don't want to put in the work, or they feel they don't have the time, or they accept the essay is 'good enough' and they 'don't care' because they only want to 'pass' the subject (because who cares about English anyway). There is a whole raft of complex psychological factors involved in student learning that Hattie does not address – and this is what makes the difference in the voices of the people that teachers care about the most – their students.

Hattie says, 'statements without evidence are just opinions – there are too many of those in education and that's what's got us into trouble.' And he is right. But his evidence is all number based, interpreted three times over. He does not hear the complexity of voices in his studies, instead, he imposes interpretations of his own on these numbers. That is not to say they are invalid, only that he only has half the story through his quantitative analysis of numerical data. The other more complex and human story is to be found somewhere in the qualitative narratives told in the research he has chosen to ignore.

"EFFECTIVE TEACHING IS A COMPLEX BALANCE WHEREBY THE TEACHER INTERPRETS AND BLENDS VARIOUS FACTORS DURING THE LESSON TO ACHIEVE THE BEST POSSIBLE OUTCOMES. "



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Further reading

Read more about John Hattie's seminal work *Visible Learning* visible-learning.org

John Hattie explores how public policy changes can create confusion and conflict in education, and offers some potential solutions.

www.pearson.com/hattie/distractions.html

www.pearson.com/hattie/solutions.html

On his recent visit to Australia, we asked John Hattie about his work with Pearson on The Politics of Distraction. Watch parts one and two of the interviews at In Conversation.

www.pearson.com.au/community/in-conversation



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FutureSchools and the Science of Learning

How do our brains retain information? What happens neurologically when we learn? How can teachers help their students learn and retain information more effectively? Earlier this year, Pearson joined expert educators from around the country at the annual FutureSchools Expo for a fascinating two days exploring these questions, and ‘the science of learning’.

The National FutureSchools Expo is held annually over two days in March, and covers areas of interest for the future of education in Australia and globally, such as leadership, special needs, emerging technologies and the digital curriculum. The FutureSchools Expo combines five conferences in one, with delegates able to choose according to their areas of interest between FutureSchools, ClassTech, Teaching Kids to Code, SETN (Special Education Technology Needs) and the Young Learners Conference.

With dozens of sessions across five conferences, and presentations from speakers such as Peggy Sheehy, Jennie Magiera, Richard Gerver, Dr Jane Hunter and Dr Tim Bell, there was a tremendous amount to see and do. For anyone needing to recharge their energy, Pearson’s coffee booth provided just the thing – a moment to reflect and regroup with a caffeine boost, before heading off to the next session. Some of the speakers took advantage of the coffee break too, with Dr Karl Kruszelnicki paying us a visit before his presentation on science, technology and our children’s future.

Pearson’s booth was right next to the fantastic Maker Playground, so Pearson delegates were lucky enough to see dozens of dynamic and engaged students getting their hands on all kinds of ‘maker’ challenges. The energy was incredible, as was their thirst for learning.

Pearson also offered ‘hands-on’ tasks. Visitors to the Pearson booth were invited to test their working memory and discover more about learning techniques with Cogmed tests. Delegates sometimes found this more challenging than they expected, offering an insight into why certain students might struggle to learn in environments where others thrive. It was a great opportunity to consider what the process of learning entails.

Pearson was proud to participate in FutureSchools, and will also be appearing at FutureSchools’ sister event EduTECH on the 30 and 31 May at the Brisbane Convention and Exhibition Centre.

Pearson will be returning to next year’s FutureSchools Expo, which takes place at the Melbourne Convention & Exhibition Centre on the 23 and 24 March, 2017.

We’d love to see you there!

Find out more at www.edutech.net.au and www.futureschools.com.au



Navigating the Behaviour LRE Continuum: Five Steps for Success at Any Stage

Author: Dr. Adam Bauserman

Any teacher or administrator knows that classroom behaviour directly correlates to a student's academic success. As behaviour issues are resolved, students improve measurably, as does the climate of the classrooms/schools. I think we can all agree behavioural issues are complex and cannot be resolved with easy fixes.

In my experience, what is most successful is when teachers, administrators, and parents gather to discuss the issue around the concept of behaviour continuums. By looking at providing help through this rubric, it becomes much easier to coordinate the support a student needs from the many people and places.

The decision to "place" a student in a more restrictive setting can be extremely difficult and taxing on school officials and their ability to provide the needed services. As shown in a report from the National Center for Statistics (2012), 1 out of 5 students will be serviced in a more restrictive classroom. So in any school, we know that this issue isn't just for a few students, but for a significant number.

The other decisions surrounding the behaviour continuum discussion are challenging and need to be supported by good quality data and information. Technology has been developed to help make these tough decisions. The program that I work with is Review360. We have worked hard to build what we call, the "5 Steps for Success" that are incorporated into a progress monitoring system. This system provides the needed resources to make these tough decisions.

We researched and discovered that 85% of teachers have not received training on how to manage classroom behaviour. That is one of the reasons why we developed the "5 Steps for Success." We wanted to help all school personnel more easily identify the following areas: Track, Aggregate, Analyse, Intervene, and Communicate.



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Step 1 – TRACK: focuses on observing and identifying a student's behaviour.

Step 2 – AGGREGATE: focuses on gathering information from all stakeholders and databases to provide a comprehensive profile of the student's behaviour.

Step 3 – ANALYSE: focuses on processing, synthesizing and ultimately analysing the data that has been collected on the student's behaviour.

Step 4 – INTERVENE: focuses on the actions (strategies & interventions) put in place to improve student behaviour and progress.

Step 5 – COMMUNICATE: focuses on ensuring there is a systematic approach to communicating all progress, regression, program changes to all stakeholders involved with the student.

Once these are identified, they can work together to build the needed plan for each student. One story that I really like illustrates how these steps work together and the impact on the student.

“WE RESEARCHED AND DISCOVERED THAT 85% OF TEACHERS HAVE NOT RECEIVED TRAINING ON HOW TO MANAGE CLASSROOM BEHAVIOUR.”



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KEVIN'S STORY

School officials were able to help Kevin go from handcuffs to a cap and gown. Working collaboratively, the decision-making team members were able to focus on the main behavioural issues, and systematically collect consistent, reliable data in order to Track the student. All parties involved in his progress had access to the real-time, live data showing the Aggregate regression or progression Kevin was making. This data provided the opportunity to run reports utilizing aligned verbiage to best Analyse what was happening with him. In accordance with what the data was showing, school personnel were able to Intervene appropriately with the needed strategies in conjunction with Kevin's goals. As all of this was happening, the school administrators were able to Communicate any and all regression and progression with everybody involved in an efficient and effective manner. Each and every step provided the essential ingredients to move a student from troubled to triumphant.

Kevin's story is one that could be told about many students across the country, but the stories of those that weren't triumphant could be told as well. How can we help more students become successful like Kevin? More information is located on our Behavioral Matters website thebehaviorco.com/askdrbehave



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This article originally appeared on www.pearsoned.com.au



Teachers get theory and practice at the MindBrain Conference

Author: Michelle Schaerer

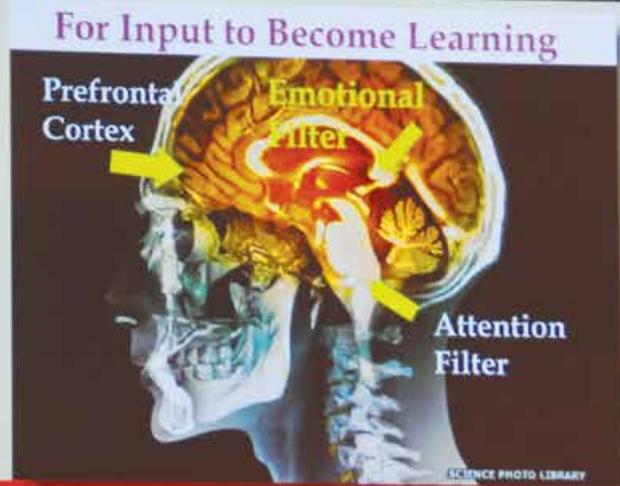
At the end of February, Pearson Academy hosted the second MindBrain Education Conference. Attracting an audience from all over the world including Germany, Qatar, the United States of America, and Singapore, the conference provided practical frameworks and processes from mind-brain and education science to help improve learning effectiveness for students. Pearson's commitment at this conference was to present ideas that are evidence-based, practical and implementable.

The conference presented a lineup of world-leading experts in neuroscience, educational psychology and the science of learning including Professor Tracey Tokuhama-Espinosa, Professor Pankja Sah, Marc Brackett, Professor Helen McGrath, Ron Ritchhart, Dr John Munro and Keith McDougall. Over the two days, delegates were guided through a specially built program focusing on the theory of mind-brain education science on day one, followed by practical strategies to implement the theory on day two.

Marc Brackett's session on emotional intelligence proved especially popular with conference goers, with one delegate describing it as the 'best session of the day'. The presentation provided an understanding of the neuroscience behind the learning brain and how understanding and recognising emotion can and will impact learning. Marc highlighted the importance of acknowledging the part that emotions play in learning, and that educators can play a part in managing emotion of self and others. Feedback from delegates highlighted his practical approach and the strategies that they have been able to take away to implement into their school settings. 'Marc's session was relevant, informative and well-paced...and funny!' (Lisa, Queensland). Catherine from New South Wales added that Marc was 'absolutely fantastic and so engaging!'

Another standout at the conference was Ron Ritchhart, with his presentation on Making Thinking Visible, which focused on the kinds of thinking that underpins learning and how educators can use thinking routines as effective learning tools. Participants were taught specific techniques to explicitly train thinking skills and develop self-regulation that they can take back to their school and implement within the classroom.

Delegate Karen from New South Wales described Ron's presentation as 'fantastic, engaging, practical and on topic'. Furthermore, participants were



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"I THOROUGHLY ENJOYED EVERY MOMENT OF IT AND AM STILL UNPACKING ALL THAT I HAVE LEARNT."

Annette, WA



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especially pleased that 'Ron gave us so many practical strategies we can literally use 9am on Monday. It was exactly what we all wanted to walk away with!' (Dalia from New South Wales).

Former principal of Broadmeadows Primary School, Keith McDougall delivered an inspirational presentation of how he implemented mind brain education within his school. The audience appreciated the real life examples of mind brain education at work in a real setting and provided inspiration for delegates to make a difference in their schools.

The conference was wrapped up by Professor Tracey Tokuhamu-Espinosa who provided an engaging session, which focused on the strategies to apply what delegates had learnt during the two day conference.

The Pearson Academy team were delighted with the reception the conference received, with feedback like this from Annette (WA) 'Many thanks for such a well-run conference and for bringing world class speakers into the one place for us. I thoroughly enjoyed every moment of it and am still unpacking all that I have learnt.'



Pearson Academy's next conference is the **Working Memory Conference**, taking place in **Brisbane** on **17 August** and **Perth** on **19 August**.



For more information, and to register for any of Pearson Academy's upcoming conferences, please visit www.pearsonacademy.com.au/conferences.

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